

***Department of
Career and Technical Education***

Program Evaluation for Business and Office Technology

Local Education Agency (LEA):

Reporting_Date

Completed_By:

Instructor:

Administrator:

S = A Strength

M = Meets Expectations

I = Improvement Opportunity

NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) To what extent is curriculum and instruction aligned with the national standards for business education, the state business education frameworks and business/industry certification standards? (Suggest reviewing program objectives, national standards and state frameworks.)
- 2) To what extent is there evidence of incorporating basic skills (math, English, career awareness, etc.) and workplace skills (teamwork, communication, etc.) into the program? (Suggest reviewing K-14 keyboarding and computer curriculum.)
- 3) To what extent is a plan in place that addresses curriculum/technology updates, instructional materials, professional development, equipment and supplies acquisition, budgeting, facility renovation and advisory committee utilization? (Suggest reviewing instructional plans.)
- 4) To what extent are course descriptions and grading plans on file that reflect the teaching of employability and occupational-related skills, with evidence that a copy was given to each student? (Suggest reviewing course descriptions.)
- 5) To what extent is the program part of an articulated K-12 (or K-14) keyboarding and computer instruction plan? (Suggest reviewing elementary, middle school, secondary and postsecondary curriculum offerings.)
- 6) Describe the program's strengths for instructional planning and organization:
- 7) Describe the program's improvement opportunities for instructional planning and organization:

Standard Two - Instructional Materials Utilization

- 1) To what extent do the instructional materials support the national standards for business education, the state business education frameworks and business/industry certification standards? (Suggest reviewing instructional materials.)
- 2) To what extent are instructional materials adapted to meet individuals needs, interests and rates of learning? (Suggest reviewing instructional materials and lesson plans.)
- 3) To what extent is appropriate use made of the Internet, computer software, CD-ROMs and other emerging technologies? (Suggest reviewing instructional materials and lesson plans.)
- 4) To what extent does the curriculum enable students to make informed choices among technology resources for the purpose of research, information analysis, problem solving and decision making in content learning? (Suggest reviewing K-14 keyboarding and computer curriculum.)
- 5) To what extent is appropriate use made of instructional materials that support business/industry certification so that students are afforded the opportunity to obtain certification credentials? (Suggest reviewing instructional materials, evaluation criteria and course descriptions in advanced computer courses.)
- 6) Describe the program's strengths for instructional materials utilization:
- 7) Describe the program's improvement opportunities for instructional materials utilization:

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Standard Three - Instructional Personnel

- 1) To what extent does the faculty hold the appropriate license/credential required for Business and Office Technology? (Suggest reviewing credential status.)
- 2) To what extent does the faculty participate in professional development opportunities? (Suggest reviewing professional growth activities from past years.)
- 3) To what extent does the faculty work cooperatively with other faculty to correlate the instructional program with other subject areas? (Suggest reviewing cooperative activities.)
- 4) To what extent is the faculty involved in related professional organizations? (Suggest reviewing professional organization memberships and types of involvement.)
- 5) To what extent does the faculty maintain a positive relationship with the school and community? (Suggest identifying instructors' relationships with key individuals that pertain to the program.)
- 6) Describe the program's strengths for instructional personnel:
- 7) Describe the program's improvement opportunities for instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) To what extent are enrollment and class sizes in compliance with the Department of Career and Technical Education guidelines? (Suggest reviewing CTE guidelines and enrollment in each class.)
- 2) To what extent are class sizes appropriate to the size of the facility and number of work stations? (Suggest reviewing class to ratio of workstations.)
- 3) To what extent does recruitment information ensure that students, counselors, administrators and parents are made aware of the goals, objectives, activities, prerequisites and career opportunities available to students? (Suggest reviewing recruitment efforts and materials.)
- 4) To what extent are classes scheduled to avoid conflicts with other required graduation courses? (Suggest reviewing master schedule.)
- 5) Describe the program's strengths for enrollment and student-teacher ratio:
- 6) Describe the program's improvement opportunities for enrollment and student-teacher ratio:

Standard Five - Equipment and Supplies

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- 1) To what extent is the quantity and quality of equipment and workstations adequate to support the independent study needs of each student? (Suggest reviewing equipment and workstations in relation to the number of students enrolled in each
- 2) To what extent is a current inventory of equipment, software, licenses and courseware on file and updated annually? (Suggest reviewing equipment inventory.)
- 3) To what extent do equipment, instructional materials and software reflect current and emerging business technology? (Suggest reviewing equipment and instructional materials to determine if they simulate that used in industry.)
- 4) To what extent are procedures and sufficient funds available for replacement and/or immediate repair of malfunctioning equipment? (Suggest reviewing budget allotment, computer replacement plans and availability of technology coordinator for maintenance/repair needs.)
- 5) Describe the program's strengths for equipment and supplies:
- 6) Describe the program's improvement opportunities for equipment and supplies:

Standard Six - Instructional Facilities

- 1) To what extent is the size of the facility and the number of workstations adequate to ensure safe and quality education and training in relation to the program's objectives? (Suggest observing size of classroom and the number of students per
- 2) To what extent is storage space for supplies, projects, equipment and materials sufficient for the program? (Suggest observing storage space.)
- 3) To what extent are facilities being properly maintained in order to provide an environment conducive to learning and working? (Suggest observing facility maintenance in terms of proper maintenance, repair work, comfortable climate control,
- 4) To what extent does each classroom have adequate electrical, Internet and network connections? (Suggest observing
- 5) Describe the program's strengths for instructional facilities:
- 6) Describe the program's improvement opportunities for instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

- 1) To what extent is appropriate safety/sanitation instruction planned, presented, demonstrated and practiced by the teacher during instructional and lab activities? (Suggest reviewing safety/sanitation units being taught and observing lab processes.)
- 2) To what extent are classrooms and storage areas arranged to emphasize safety? (Suggest observing facilities.)

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- 3) To what extent are network and computer connections appropriately maintained and housed in order to provide an environment that is safe and conducive to learning? (Suggest checking connections in classrooms.)
- 4) To what extent is the facility adequate in terms of size, temperature, lighting, ventilation, dust control and noise control in order to provide an environment that is safe and conducive to learning? (Suggest checking classrooms.)
- 5) Describe the program's strengths for safety and sanitation training and practices:
- 6) Describe the program's improvement opportunities for safety and sanitation training and practices:

Standard Eight - Program Advisory Committee and Community Relations

- 1) To what extent does the program's advisory committee meet as a group in scheduled meetings twice yearly, maintain minutes of each meeting, provide recommendations for program improvements and receive feedback on actions taken from recommendations? (Suggest reviewing most recent advisory committee minutes.)
- 2) To what extent does the advisory committee include representation from school personnel, parents and appropriate community, business and industry personnel? (Suggest reviewing list of committee members.)
- 3) To what extent are the recommendations from the advisory committee acted upon and/or incorporated into the curriculum and the results relayed to all committee members? (Suggest reviewing recent meeting minutes for recommendations.)
- 4) Describe the program's strengths for program advisory committee and community relations:
- 5) Describe the program's improvement opportunities for program advisory committee and community relations:

Standard Nine - Career and Technical Student Organization

- 1) To what extent is each student afforded the opportunity and encouraged to become an active member of FBLA-PBL? (Suggest reviewing membership development and recruitment.)
- 2) To what extent are FBLA-PBL activities an integral part of the instructional program? (Suggest reviewing how CTSO is incorporated into the instructional delivery system.)
- 3) To what extent is each FBLA-PBL member provided the opportunity to attend and participate in local, state and national leadership, career and personal development activities? (Suggest reviewing chapter requirements for participating in district/state meetings, proficiency events, chapter activities, etc.)
- 4) To what extent does the administration allocate ample time, recognition and support for FBLA-PBL meetings, programs and activities? (Suggest reviewing how FBLA-PBL is an integral part of the program.)
- 5) Describe the program's strengths for career and technical student organizations:

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- 6) Describe the program's improvement opportunities for career and technical student organizations:

Standard Ten - Coordination Activities

- 1) To what extent does each student enrolled in the program have the opportunity to participate in cooperative education? (Suggest reviewing work-based learning opportunities.)
- 2) To what extent is the required training agreement, training plan, and other appropriate documentation signed and on file for each student participating in cooperative education? (Suggest reviewing documentation for each student participating in a work-based experience.)
- 3) To what extent is time provided in the instructor's schedule to coordinate and supervise students participating in cooperative education? (Suggest reviewing master teaching schedule.)
- 4) To what extent does each student have an opportunity to compile a resume, complete a job application, prepare for a job search and complete other relevant applications as part of the instructional program? (Suggest reviewing career-planning activities, work-based learning practices and job search assistance.)
- 5) Describe the program's strengths for coordination activities:
- 6) Describe the program's improvement opportunities for coordination activities:

Standard Eleven - Special Populations

- 1) To what extent is your service area prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)
- 2) To what extent is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
- 3) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)
- 4) To what extent does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent
- 5) To what extent has your service area been successful involving special populations in career and technical student organizations? (Suggest reviewing CTSO membership.)
- 6) Describe the program's strengths for special populations:
- 7) Describe the program's improvement opportunities for special populations:

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Standard Twelve - Educational Equity

- 1) To what extent does the service area recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)
- 2) To what extent does the service area ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)
- 3) To what extent does the service area's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)
- 4) To what extent is the service area's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)
- 5) To what extent are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
- 6) Describe the program's strengths for educational equity:
- 7) Describe the program's improvement opportunities for educational equity: